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ABSTRACT

The 1984-85 Magnet Program of the Fort Worth (Texas) Independent School District is described and evaluated in this report. General data and information on specific sites are included. The major finding was that the Fort Worth magnet schools were highly successful in providing for high academic performance, and moderately successful as an integration tool. The magnet program was implemented on 12 campuses, including elementary, middle, and high school levels. At the high school level there were more minority students than majority. Anglo students and grade 10 students showed the greatest increase on standardized students. Black students scored higher than Hispanic students. In the middle school programs, grade 7 students showed the greatest increase. Hispanic students scored higher than Black students. At the elementary level, all students showed an increase except for kindergarten students. Recommendations include: (1) Recruitment procedures in majority schools for the high school programs should be targeted to attract more majority students. (2) The low gains of the kindergarten students should be investigated. (3) Magnet coordinators should use ITBS/TAP scores to identify any areas of weaknesses for remediation. Statistical tables are included which show: enrollments by school and ethnicity, number of years of teaching experience of magnet teachers, ethnicity and sex of teachers, and achievement test scores of program participants. Also appended is a survey form for magnet schools. (KH)

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FORT WORTH INDEPENDENT SCHOOL DISTRICT
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MAGNET PROGRAM
1984-85
RE85-473-14

DEPARTMENT OF RESEARCH AND EVALUATION

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FORT WORTH INDEPENDENT SCHOOL DISTRICT

MAGNET PROGRAM
1984-85
RE85-473-14

Jennifer Giddings Brooks
Evaluator

Department of Planning, Research, and Evaluation
Dan Powell, Director

June 1985

ADMINISTRATIVE SUMMARY
MAGNET PROGRAM
1984-85

Owner's Code: 375 through 380
Cost of Program: $2,398,948
Number of Pupils: 1314
Staff: 81 Teachers
6 Coordinators
2 Coordinator/Teachers
3 Counselors

Cost Per Pupil: $1,825.68
Funding Source: Local
Schools: 12 (See Back)

DESCRIPTION: The magnet program was implemented on 12 campuses. The programs included elementary Montessori, language, math, and science magnets. The five middle schools had Montessori, college readiness, medical professions, pre-international Baccalaureate, and math, science, and communication magnets. Medical professions, finance, international Baccalaureate, and science and engineering magnets were at the high school level.

POPULATION SERVED: The admission criteria for magnet students included (a) a standardized test score, (b) past academic and behavioral information, and (c) the Differential Aptitude Test (DAT) for high school students or the Developing Cognitive Abilities Test (DCAT) for middle school students.

OBJECTIVE: There were two objectives: (a) the magnet program would integrate minority schools, and (b) it would provide students with the opportunity to accelerate and explore specialized areas of interest.

RESEARCH FINDINGS: In the high school programs, there were more minority students enrolled than majority students. Anglo students and tenth grade students showed the greatest increase on standardized tests. Black students scored higher than Hispanic students. In the middle school programs, seventh grade students showed the greatest increase. Hispanic students scored higher than Black students. In the eighth grade, Black students were the only group to show an increase beyond the previous year's students. At the elementary level the kindergarten students in the D. McRae program were five months below other district kindergarten students. All other grades in the two elementary programs showed an increase. Montessori students scored above other students in the district. Third grade Montessori students showed the greatest increase over last year's students.

CONCLUSIONS: The magnet program has been highly successful in providing for high academic performance. The program has been moderately successful as an integration tool. At the high school level there were more minority students than majority. The Daggett Elementary and William James programs had the highest number of majority participants. With the exception of the kindergarten students in the D. McRae program, all other magnet students had composite scores above the district's average ITBS/TAP scores.

RECOMMENDATIONS:
1. Recruitment procedures in majority schools for the high school programs should be targeted to attract more majority students.
2. The low gains of the kindergarten students in the D. McRae program should be investigated.
3. Magnet coordinators should use ITBS/TAP scores to identify any areas of weaknesses for remediation.

Program Manager: Dennis Dunkins
Evaluator: Jennifer Giddings Brooks
Research/Evaluation
Date: June 1985

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MAGNET PROGRAM
1984-85

WHY WAS A MAGNET PROGRAM INITIATED IN THE FWISD?

As a result of the 1980 court-ordered desegregation plan, a magnet program was developed to promote voluntary integration and to provide high quality specialized instruction in minority schools. The success of the first magnet programs at Dunbar High School, Polytechnic High School and Dunbar Middle proved that magnet programs in minority areas were able to attract majority students, thus promoting voluntary integration along with quality education.

In 1983, another court-ordered ruling initiated the development of magnet programs at William James Middle and a Montessori program at a location to be selected. The ruling also stated that magnet programs should be planned at D. McRae Elementary, Elder Middle, Morningside Elementary and Middle, Northside High School, Wyatt High School and every secondary school with 20% or less Anglo enrollment.

HOW WERE THE MAGNET STUDENTS IDENTIFIED?

Student recruitment was initially done by the magnet coordinators. During the spring semester they made school visits where they explained each program and invited students to sign up for an admissions test.

The Differential Aptitude Test (DAT) and the Developmental Cognitive Abilities Test (DCAT) were the tests given for the high school and middle school programs, respectively. Students who were admitted to the two programs generally scored above the 60th percentile on the DAT and had an average score at the 86th percentile on the DCAT.

With the exception of the Morningside Preparatory School of Science and Mathematics, the elementary programs had a first come-first serve admission policy. In the Morningside program, entry required a student to score at the 80th percentile or above on the math subtest on the Iowa Test of Basic Skills (ITBS).

WHAT WERE THE HIGHLIGHTS OF EACH MAGNET PROGRAM?

The participants in the 12 magnet programs were offered a challenging and rewarding curriculum that was broad in scope yet unique in the area(s) emphasized. Some of the opportunities and resources available to magnet students included smaller classes, internships, special field trips, extra materials, informal classroom activities, advisory periods, enriched classes, in-school tutoring sessions, special counselors and specialized equipment. These opportunities and resources were focused to help the magnet students gain the academic skills they will need to compete successfully in higher levels of education.

SUMMARY OF THE MAGNET PROGRAMS

Morningside Elementary School of Science and Mathematics

This first-year program offered an accelerated curriculum for second and third grade students with high academic potential in mathematics, science and computer science. Letters from parents indicated that they were overwhelmingly pleased with the progress the students had made. Many of them felt that the students were working above grade level and that the abilities of the teachers were above average. A majority of the parents felt that this program encouraged the students to develop (a) self-discipline, (b) good study habits, and (c) the willingness to ask questions - to probe deeper for answers through reading and research.

Daggett Elementary and Middle School Montessori Magnets

Offered at both the elementary and middle school levels, the Montessori magnet was a self-contained program for grades K-6. In conjunction with the use of the FWISD curriculum, all students received individualized instruction and enriched experiences which allowed them the opportunity to learn at their own pace. A majority of the Montessori parents felt that the program was beneficial to the students because it was a very structured program that allowed the students freedom of choice.

D. McRae International School of Language

This program offered an intensive Spanish immersion and computer science curriculum for the accelerated students in grades K-3. The class day was divided so that the students used Spanish the first half of the day and English the latter half. This enriched curriculum was designed to help the student to become proficient in both Spanish and English by the end of the fifth grade.

The parents of this program were pleased that their children were enjoying the classes and that they were being exposed to a different culture. These parents also felt that the students were benefiting from classroom activities that improved listening and expressive skills.

William James College Readiness Academy

The seventh and eighth grade students in this accelerated program could take advantage of computer classes, several foreign language classes, and finance classes as well as activities that helped them to understand the cultures of other countries. This program also prepared the middle school student for the finance program offered at the high school level. Student accomplishments for the 1984-85 academic year included (a) a sixth

grade team placing second in the Texas Future Problem Solving competition, (b) science students winning the Division II category at the Regional Science Fair, (c) math teams placing second in the FWISD math competition, (d) three students receiving awards at the UTA Regional Science Fair, and (e) four national and eleven state award winners from the Duke University Talent Search.

J. P. Elder School of Medical Professions

This first year program had a math, science and horticulture emphasis for sixth and seventh grade students interested in medicine. The curriculum provided advanced classes in all major subjects. These classes prepared the students for the Medical Professions Magnet at the high school level. The accomplishments of the students in this program included (a) seven students being inducted into the National Junior Honor Society, (b) 21 students on the Honor Roll, (c) Spelling Bee Champion for the school, and (d) one student placing fourth on the State Computer Literacy Test.

Morningside Middle Pre-International Baccalaureate Program

A comprehensive liberal arts education for sixth graders was offered by this program. In conjunction with their major subjects, the students also took computer science, foreign language and a cultural studies course. The goal of this program was to prepare the students for entry into the International Baccalaureate program at O. D. Wyatt.

Dunbar Middle School of Math, Science and Communication

This two-year specialized magnet program was designed to prepare the pre-adolescent for college. The goal of this program was to challenge the student academically while providing rewarding experiences and future ca-

reer options. Some of the student accomplishments in this program included (a) four Regional Science Fair winners, (b) History Fair Award: Best in Division (Middle Schools), (c) one Award of Merit, (d) two winners in video category for a tape produced in their communication class, and (e) four students selected to participate in the Duke Talent Search.

North Side Medical Professions

This program was designed to offer courses to help the ninth and tenth grade student who had made a commitment to the field of medicine or who would like to have a challenging high school curriculum before entering college. One special course offered to the students was an Inter-Cooperative course which placed the students in a professional medical facility. During the 1984-85 school year, this program had three students to receive scholarships to St. Phillips Academy in Andover, Massachusetts and four students to receive research assistant apprenticeships to Texas College of Osteopathic Medicine.

Polytechnic High School for Finance Professions

The areas emphasized in this program were business, finance, law and communications. This program also offered opportunities for students to be a part of the business world. One example of this was the management level internship available to seniors who successfully completed the finance curriculum.

The accomplishments of the students in this program were multiple. During the Academic Decathlon, one gold, three silver, and two bronze medals were won by Finance magnet students. At the Future Business Leaders of America competition four first place trophies, four second place trophies and three third place trophies were won. Two students won first

place trophies in the advanced computer programming division at the North Texas State University computer contest. In winning this contest, the students made history by solving all five problems correctly in less time than any team in the seven-year history of the competition.

O. D. Wyatt High School for International Baccalaureate

The International Baccalaureate was a recognized program that offered a broad (liberal arts) foundation for the college-bound student. The standards for this program were high and the course work challenging. Classes were offered in the ninth and tenth grades with eleventh and twelfth grades to be included in the future. During this first year, the students in the International Baccalaureate program were exposed to some dynamic speakers, special field trips and workshops. One field trip included a chemistry workshop at East Texas State University and a science workshop at Texas Wesleyan College. Recognition was given to magnet students who built and demonstrated a special rocket.

Dunbar High School for Science and Engineering Professions

This program emphasized science, mathematics and computers for the academically talented student in grades 9-12. The students were exposed to many opportunities including a mini-computer system, microcomputers and a curriculum that offered a large variety of advanced placement courses.

During this academic year, out of 22 graduates, the accomplishments included (a) one National Merit Finalist, (b) one National Merit Semi-finalist, and (c) one Finalist in the Outstanding Black Achievement Scholarship Contest. Four first place and four second place awards were won during the Academic Decathalon. Nineteen students received Ann Brannon Scholastic Achievement Awards and one student received an Altrusa Achieve-

ment Award. Three freshman were accepted into the math and science program at St. Phillips Academy in Andover, Massachusetts. Two sophomores were accepted at Rensselaer's science program in Troy, New York. Two students participated in the Hockaday Science and Math Program in Dallas. One student, the only one from Texas, was accepted into the Telluride Association summer program for talented high school juniors. Numerous awards were won at the Foreign Language Fair. Four students were invited to participate in the Honors Colloquium at University of Texas at Austin.

WHAT WAS THE TOTAL NUMBER OF STUDENTS IN THE MAGNET PROGRAM AND IN THE TOTAL SCHOOL POPULATION?

In the 1984-85 academic year, the total number of magnet students was 1314 compared to a total school population of 10,669. This indicated that 13% of the total student population on the 12 magnet campuses were in the magnet program (Table 1).

WHAT WAS THE ETHNIC MAKE-UP OF MAGNET STUDENTS AND THE TOTAL SCHOOL POPULATION?

School enrollment data by ethnicity showed that there are more majority than minority students in the elementary and middle school magnet programs. These figures indicated that these programs had been successful in attracting majority students. Although Anglo students are a small percentage of the entire school population, on six campuses more than 50% of the Anglos enrolled were in the magnet program. These campuses included (a) Morningside Elementary (52%), (b) William James (67%), (c) Morningside Middle (78%), (d) Dunbar Middle (79%), (e) Polytechnic High School (80%), and (f) Dunbar High School (79%). In the two Montessori programs at Daggett Elementary and Daggett Middle, Anglos were not more than 50% of the total Anglo enrollment, but they did represent the largest ethnic

group in the magnet program. Hispanic students had the largest percentage enrollment at Elder Middle and Northside High with Black students having the largest percentage enrollment at D. McRae Elementary and O. D. Wyatt High School.

At the magnet high school level, data shows that more Blacks were enrolled than non-Blacks. Informal discussions with magnet students suggested that one reason for this is the sense of loyalty students felt toward their neighborhood high school and friends. Although there were more Hispanics in the two programs at Elder Middle and Northside High, as a whole, Hispanic participation has been low in the other programs. In the Wyatt program there were no Hispanics (Table 2).

WHAT WAS THE EXPERIENCE LEVEL OF MAGNET TEACHERS?

During the 1984-85 academic year, the average years of teaching experience were 10 years for elementary teachers, nine years for middle school teachers and 12 years for high school teachers. The overall average for all the magnet teachers was 10 years (Table 3).

WHAT WAS THE ETHNIC BREAKDOWN OF MAGNET TEACHERS?

The ethnic breakdown of magnet teachers included 65 Anglos, 14 Blacks, and 2 Hispanics yielding a total of 81 teachers. This group included 69 females and 12 males (Table 4).

WHAT WAS THE AVERAGE PUPIL/TEACHER RATIO IN MAGNET CLASSES?

The small class size was one advantage of the magnet program that has been enjoyed by both teachers and students. During the 1984-85 school year, the average class size was 16:1 with Polytechnic High having the smallest class average (11:1) and the Daggett Montessori programs having the largest (24:1) (Table 4).

HOW EFFECTIVE WAS THE MAGNET PROGRAM AT THE HIGH SCHOOL LEVEL?

The spring 1985 standardized test scores of ninth and tenth grade magnet students yielded average composite scores of 12.4 and 14.2, respectively. These scores were 2 years, 8 months and 3 years, 5 months above the district's ninth and tenth grades composite scores. Ninth grade students in the Polytechnic and Dunbar programs showed an increase of 5 months over the previous year's students, while the tenth grade students showed an increase of 8 months. Magnet students in the eleventh grade had an average composite score of 14.8 which was 3 years, 7 months above the district's mean. The students showed an increase growth of two months over last year's students.

The average composite score for Anglo ninth grade students was 1 year, 9 months above the score of other Anglo ninth graders in the district. The score for Black ninth grade students was 3 years, 9 months above the district's mean. Hispanic students were 2 years, 7 months while Asian students were 5 years, 2 months above the district's mean. Anglo students showed the greatest academic increase while Black students scored higher than Hispanic students. Where they were represented, Asian students tended to score higher than Black and Hispanic students.

The average composite score for tenth grade Anglo students was 3 years, 4 months above the district's mean. The average score for Black students was 4 years, 6 months above the district's mean. The Hispanic and Asian students scored 3 years, 7 months and 4 years, 2 months, respectively above the district's score.

HOW EFFECTIVE WAS THE MAGNET PROGRAM AT THE MIDDLE SCHOOL LEVEL?

On the spring 1985 standardized test, the sixth and seventh grades had average composite scores of 8.2 and 9.9, respectively. These scores were 1

year, 7 months and 2 years, 4 months above the district scores. Eighth grade students had a composite score of 10.8 which was 2 years, 2 months above the district's mean. Students in the Dunbar 7th/8th Grade Program had an increase of one month over the previous year's students while the sixth grade students in the William James program had an increase of two months over the previous year's students.

With the exception of the sixth grade Montessori Program, the average composite score for Anglo sixth grade students was 9 months above other Anglo students in the district. The average score for Black students was 1 year, 8 months above other Black students in the district. Hispanic students were 2 years, 1 month above other Hispanic students while Asian students were 1 year, 9 months above other Asian students.

In the middle school programs, Hispanic students scored higher than Black students. Asian students were represented in two programs. They were above grade level in both programs.

The average composite score for magnet seventh grade Anglo students was 1 year, 8 months above the district's Anglo mean. The average score for Black students was 2 years, 6 months above the district's mean for Black students. The Hispanic and Asian students scored 2 years, 8 months and 2 years, 9 months, respectively above the district's Hispanic and Asian students.

Black eighth grade students in the Dunbar Middle School program showed a two month's gain over the previous year's students. Hispanic and Asian students' scores were lower than 1983-84 levels while the Anglo students' composite score on the standardized test was the same. Anglo students were 1 year, 5 months above the district's Anglo students. Blacks were 2 years, 6 months above the district's Black students. Hispanic students were

2 years, 3 months above Hispanic students while Asian students were 2 years, 6 months above the district's Asian students.

HOW EFFECTIVE WAS THE MAGNET PROGRAM AT THE ELEMENTARY LEVEL?

Standardized test results of kindergarten, first, second and third grade students in the D. McRae program showed composite scores of K.6, 2.2, 4.1 and 5.0, respectively. These scores were 5 months below; 1 month; 1 year, 1 month and 1 year, 2 months above the district average at the respective grade levels. The D. McRae and Morningside Elementary programs have both been successful in bringing majority students to minority schools and, with the exception of the kindergarten class at D. McRae, scored above district norms on the spring 1985 standardized test.

WHAT WAS THE LEVEL OF PERFORMANCE OF MAGNET STUDENTS IN THE MONTESSORI PROGRAM?

Montessori Magnet was a self-contained program for grades K-6. The sixth grade class was added during the 1984-85 academic year. In conjunction with the FWISD curriculum, all students in the Montessori Magnet received individualized instruction and enriched experiences which allowed them the opportunity to learn at their own pace.

Sixth grade magnet students scored 7 months above other district sixth grade students. Black students scored 2 months above the district's sixth grade Black students. Hispanic students scored 1 year, 7 months above other Hispanic sixth graders while Anglo students scored 3 months above other Anglo students in the district.

In grades K-5, the third grade class showed an increase of seven months above last year's students. Although above grade level, second grade students maintained previous scoring levels. Kindergarten, first, fourth and fifth grade students' scores were lower than 1983-84 levels.

CONCLUSIONS

The magnet program has been highly successful in providing for high academic performance. The program has been moderately successful as an integration tool. At the high school level there were more minority than majority students, indicating that the high schools had not been as successful as the elementary and middle schools at attracting majority students. The Daggett Elementary and William James programs had the highest number of majority participants. With the exception of the kindergarten students in the D. McRae program, all other magnet students had composite scores above the district's average ITBS/TAP scores.

RECOMMENDATIONS

1. Recruitment procedures in majority schools for the high school programs should be targeted to attract more majority students.
2. The low scores of the kindergarten students in the D. McRae program should be investigated.
3. Magnet coordinators should use ITBS/TAP scores to identify any areas of weaknesses for remediation.

APPENDICES

APPENDIX A
TABLE 1

Summary of Magnet Student Enrollments

	Magnet Students	Total School Population	Percent*
Elementary Schools			
Morningside	85	828	10%
Daggett	189	738	26%
D. McRae	68	782	9%
	342	2,348	15%
Middle Schools			
Daggett	18	462	4%
William James	202	796	25%
J. P. Elder	46	1,028	5%
Morningside	53	673	8%
Dunbar	202	864	23%
	521	3,823	13%
High Schools			
North side	43	789	6%
Polytechnic	157	929	17%
Wyatt	58	1,505	4%
Dunbar	193	1,275	15%
	451	4,498	10%
Grand Total:	1,314	10,669	13%

*Percentage of magnet students in the total school population

TABLE 2

Summary of Magnet Student Enrollment by Ethnicity

	Black	Anglo	Hispanic	Other	Total
Elementary Schools					
Morningside	29(34%)*	48(56%)*	5(06%)*	3(04%)*	85
	706(85.2%)**	93(11.2%)**	22(2.6%)**	7(0.7%)**	828
Daggett	37(20%)*	121(64%)*	26(14%)*	5(03%)*	189
	126(17%)**	280(37.9%)**	306(41.4%)**	26(3.4%)**	738
D. McRae	31(46%)*	25(37%)*	12(18%)*		68
	444(56.7%)**	134(17.1%)**	188(24.0%)**	16(1.9%)**	782
Middle Schools					
Daggett	4(22%)*	10(56%)*	4(22%)*		18
	64(1.38%)**	132(28.5%)**	220(47.6%)**	46(9.9%)**	462
William James	34(17%)8*	131(65%)*	16(08%)*	21(11%)*	202
	457(57.4%)**	197(24.7%)**	113(14.1%)**	29(3.5%)**	796
J.P Elder	8(17%)*	10(22%)*	26(57%)*	2(04%)*	46
	94(9.1%)**	127(12.3%)**	804(78.2%)**	3(0.1%)**	1028
Morningside	34(64%)*	14(26%)*	4(08%)*	1(02%)*	53
	639(04.9%)**	18(26%)**	15(2.2%)**	1(0.1%)**	673
Dunbar	81(40%)*	92(46%)*	19(09%)*	10(05%)*	202
	723(83.6)**	117(13.5%)**	16(1.8%)**	8(0.9%)**	864
High Schools					
Northside	11(26%)*	7(16%)*	22(51%)*	3(07%)*	43
	128(16.2%)**	120(15.2%)**	538(68.1%)**	3(0.3%)**	789
Polytechnic	66(42%)*	67(43%)*	20(13%)*	4(03%)*	157
	782(84.1%)**	84(9.0%)**	50(5.3%)**	13(1.3%)**	929
Wyatt	48(83%)*	10(17%)*			58
	1247(82.8%)**	184(12.2%)**	68(4.5%)**	6(0.3%)**	1505
Dunbar	109(56%)*	56(29%)*	12(06%)*	16(08%)*	193
	1174(92.0%)**	71(5.5%)**	16(1.2%)**	14(1.0%)**	1275

*Percentage of students in Magnet Program
**Percentage of students in Total School Population

TABLE 3

Number of Years of Teaching Experience
of Magnet Teachers

Elementary Teachers

Number of Years	Number Responding
1	2
3	1
5	2
6	1
7	1
8	1
9	2
11	2
13	1
16	1
22	1
28	1

Mean: 10 Years

Middle School Teachers

1	6
2	2
3	2
4	1
5	2
6	3
7	1
9	2
11	1
12	2
13	2
14	2
15	1
16	4
20	1
22	1
28	1

Mean: 9 Years

High School Teachers

4	2
5	3
6	2
7	2
12	2
14	3
15	3

Mean: 12 Years

The overall mean years of teaching experience for magnet teachers for the 1984-85 academic year was 10.3 years.

TABLE 4

Ethnic and Sex Breakdown
Magnet Teachers
1984-85

	Ethnicity			Sex	
	Anglo	Black	Hispanic	Male	Female
Morningside Elem.	3	1			4
Daggett Elementary	7	1			8
D. McRae	1	1	2		4
Daggett Middle	1				1
William James	10	1		2	9
J. P. Elder	3	2			5
Morningside Middle	3	1			4
Dunbar Middle	10	2	1	1	12
Northside	2	1		1	2
Polytechnic	9			1	8
Wyatt	4	1		2	3
Dunbar High	12	2		3	9
	65	13	3=81	12	69=81
Counselors					
Polytechnic	1				1
Dunbar High		1			1
	1	1	=2		2

APPENDIX B

TAP Mean Grade-Equivalent Scores

High School for Finance Professions
Polytechnic High School
and
High School for Science and Engineering Professions
Dunbar High School

GRADE 11

	Polytechnic	Dunbar
Reading '84	14.0	15.5
Reading '85	15.5	14.6
Change	1.5	(-).9
Math '84	14.7	15.0
Math '85	15.3	16.2
Change	.6	1.2
Social Studies '84	13.1	14.8
Social Studies '85	14.5	13.5
Change	1.4	(-)1.3
Science '84	14.5	15.4
Science '85	13.8	13.2
Change	(-).7	(-)2.2
Composite '84	14.2	15.1
Composite '85	15.0	14.6
Change	.8	(-).5
No. of students 1984	20	27
No. of students 1985	37	37

APPENDIX C
TABLE 1

TAP Mean Grade-Equivalent Scores

High School for Finance Professions
Polytechnic High School

GRADE 10

	Black	Hispanic	Anglo	Asian	Total
Reading '84	13.2	11.1	15.9	7.1	14.1
Reading '85	14.0	14.7	18.2	13.7	15.7
Change	.8	3.6	2.3	6.6	1.6
Math '84	11.8	11.8	15.9	11.6	13.9
Math '85	13.1	15.4	17.1	14.1	15.0
Change	1.3	3.6	1.2	2.5	1.1
Social Studies '84	12.6	13.1	14.5	9.4	13.5
Social Studies '85	12.8	13.3	15.0	10.8	13.7
Change	.2	.2	.5	1.4	.2
Science '84	13.2	13.3	16.0	9.5	14.5
Science '85	12.6	13.0	15.5	10.9	13.7
Change	(-).6	(-).3	(-).5	1.4	(-).8
Composite '84	13.0	11.9	15.5	9.6	14.0
Composite '85	13.5	14.4	16.8	12.2	14.9
Change	.5	2.5	1.3	2.6	.9
No. of Students 1984	17	7	27	2	53
No. of students 1985	20	7	17	1	45

TABLE 2

TAP Mean Grade-Equivalent Scores

High School for Science and Engineering Professions
Dunbar High School

Grade 10

	Black	Hispanic	Anglo	Asian	Total
Reading '84	12.3	13.5	14.2	14.2	13.6
Reading '85	13.8	11.8	17.4	12.6	15.2
Change	1.5	(-)1.7	3.2	(-)1.6	1.6
Math '84	14.1	15.9	17.3	14.1	16.0
Math '85	14.8	13.9	17.6	14.6	16.0
Change	.7	(-)2.0	.3	.5	0
Social Studies '84	11.1	12.8	15.3	10.8	13.4
Social Studies '85	12.9	13.1	15.4	14.3	14.1
Change	1.8	.3	.1	3.5	.7
Science '84	13.5	14.0	16.3	13.9	15.0
Science '85	12.0	13.4	16.3	12.3	14.0
Change	(-).5	(-).6	0	(-)1.6	(-)1.0
Composite '84	12.6	13.7	15.8	12.8	14.4
Composite '85	13.7	12.6	16.7	13.7	15.0
Change	1.1	(-)1.1	.9	.9	.6
No. of students 1984	17	7	27	2	53
No. of students 1985	24	2	25	5	56

TABLE 3

TAP Mean Grade-Equivalent Scores

Medical Professions
Northside High School

GRADE 10

	Black	Hispanic	Anglo	Asian	Total
Reading '85	17.1	13.9	17.7	18.2	15.4
Math '85	12.5	11.6	14.8	19.3	12.9
Social Studies '85	13.3	12.2	14.2	14.0	12.9
Science '85	14.0	11.6	15.6	14.0	12.9
Composite '85	14.2	12.4	15.4	16.8	13.5
No. of students '85	2	7	2	1	12

TABLE 4

TAP Mean Grade-Equivalent Scores

International Baccalaureate Magnet
O. D. Wyatt High School

GRADE 10

	Black	Anglo	Total
Reading '85	12.7	17.8	14.1
Math '85	11.7	17.2	13.2
Social Studies '85	11.8	14.7	12.7
Science '85	10.6	13.6	11.5
Composite '85	12.2	16.3	13.3
No. of students '85	22	8	30

APPENDIX D

TABLE 1

TAP Mean Grade-Equivalent Scores

High School for Finance Professions
Polytechnic High School

GRADE 9

	Black	Hispanic	Anglo	Total
Reading '84	12.8	11.1	15.4	13.6
Reading '85	12.3	12.8	14.0	13.3
Change	(-).5	1.7	(-)1.4	(-).3
Math '84	12.2	12.3	14.7	13.3
Math '85	11.7	14.9	14.4	13.6
Change	(-).5	2.6	(-).3	.3
Social Studies '84	11.0	11.0	13.9	12.2
Social Studies '85	11.6	12.4	12.8	12.4
Change	.6	1.4	(-)1.1	.2
Science '84	12.8	11.6	15.3	13.6
Science '85	10.7	11.0	13.1	12.1
Change	(-)2.1	(-).6	(-)2.2	(-)1.5
Composite '84	12.2	11.4	14.8	13.2
Composite '85	12.0	13.0	14.0	13.3
Change	(-).2	1.6	(-).8	.1
No. of students '84	19	0	22	51
No. of students '85	16	6	30	52

TABLE 2

TAP Mean Grade-Equivalent Scores

High School for Science and Engineering Professions
Dunbar High School

GRADE 9

	Black	Hispanic	Anglo	Asian	Total
Reading '84	11.8	10.0	14.8	10.1	12.2
Reading '85	13.0	13.0	15.0	11.7	13.3
Change	1.2	3.0	.2	1.6	1.1
Math '84	13.4	12.3	16.3	13.4	13.8
Math '85	12.6	11.4	15.4	15.4	13.4
Change	(-).8	(-).9	(-).9	2.0	(-).4
Social Studies '84	11.1	13.3	14.9	12.3	12.6
Social Studies '85	12.2	11.5	13.7	12.0	12.4
Change	1.1	(-)1.8	(-)1.2	(-).3	(-).2
Science '84	12.4	10.6	15.4	11.6	12.9
Science '85	11.8	11.6	15.1	12.8	12.6
Change	(-).6	1.0	(-).3	1.2	(-).3
Composite '84	12.1	11.1	15.0	11.6	12.5
Composite '85	12.9	12.2	14.9	13.3	13.3
Change	.8	1.1	(-).1	1.7	.8
No. of students '84	29	2	31	7	73
No. of students '85	45	6	16	8	78

TABLE 3

TAP Mean Grade-Equivalent Scores

Medical Professions
Northside High School

GRADE 9

	Black	Hispanic	Anglo	Asian	Total
Reading '85	12.6	11.7	13.7	12.8	12.3
Math '85	11.3	12.6	14.2	14.9	12.6
Social Studies '85	11.6	10.5	12.7	11.9	11.2
Science '85	10.6	10.3	14.0	12.9	11.1
Composite '85	11.9	11.3	13.7	13.6	12.0
No. of students '85	9	19	6	2	36

TABLE 4

TAP Mean Grade-Equivalent Scores

International Baccalaureate Magnet
O. D.Wyatt High School

GRADE 9

	Black	Hispanic	Anglo	Total
Reading '85	11.4	10.3	10.3	11.2
Math '85	10.6	11.0	9.7	10.5
Social Studies '85	11.3	7.6	9.5	10.9
Science '85	9.9	6.4	9.2	9.7
Composite '85	11.3	8.7	10.5	11.1
No. of students '85	24	1	4	29

APPENDIX E

ITBS Mean Grade-Equivalent

School of Math, Science and Communication
Dunbar 7th/8th Grade Center

GRADE 8

	Black	Hispanic	Anglo	Asian	Total
Vocabulary '84	9.9	9.8	10.9	9.9	10.4
Vocabulary '85	10.3	10.3	11.0	9.1	10.6
Change	.4	.5	.1	(-).8	.2
Reading '84	10.0	10.1	11.1	10.9	10.6
Reading '85	10.1	10.2	10.9	10.0	10.5
Change	.1	.1	(-).2	(-).9	.1
Language '84	11.4	11.8	12.0	12.3	11.8
Language '85	11.5	10.7	11.8	12.1	11.6
Change	.1	(-)1.1	(-).2	.2	(-).2
Study Skills '84	10.2	10.7	11.2	10.8	10.8
Study Skills '85	10.3	10.3	11.4	10.9	10.9
Change	.1	(-).4	.8	.1	.1
Math '84	9.5	10.4	10.4	10.9	10.1
Math '85	9.9	10.2	10.6	10.8	10.3
Change	.4	(-).2	.2	(-).1	.2
Composite '84	10.2	10.6	11.1	11.0	10.7
Composite '85	10.4	10.3	11.1	10.6	10.8
Change	.2	(-).7	.0	(-).4	.1
Social Studies '84	10.3	11.2	11.4	11.0	10.9
Social Studies '85	9.5	10.4	10.6	9.8	10.1
Change	(-).8	(-).8	(-).8	(-)1.2	(-).8
Science '84	10.2	10.4	11.8	11.8	11.0
Science '85	10.1	11.0	11.5	11.2	10.9
Change	(-).1	.6	(-).3	(-).6	(-).1
No. of students '84	41	9	43	4	99
No. of students '85	31	7	41	3	82

APPENDIX F

TABLE 1

ITBS Mean Grade-Equivalent Scores

School of Math, Science and Communication
Dunbar 7th/8th Grade Center

GRADE 7

	Black	Hispanic	Anglo	Asian	Total
Vocabulary '84	8.6	9.8	9.3	9.8	8.9
Vocabulary '85	8.6	8.9	10.1	10.2	9.1
Change	.0	(-).9	.8	.4	.2
Reading '84	8.9	9.5	9.6	10.4	9.3
Reading '85	8.7	9.4	10.2	10.1	9.3
Change	(-).2	(-).1	.6	(-).3	.0
Language '84	9.6	11.2	10.1	11.2	10.0
Language '85	10.1	9.8	10.4	10.3	10.2
Change	.5	(-)1.4	.3	(-).9	.2
Study Skills '84	8.9	10.3	10.0	10.4	9.4
Study Skills '85	9.4	10.0	10.2	10.5	9.7
Change	.5	(-).3	.2	.1	.3
Math '84	8.8	9.7	9.6	10.1	9.2
Math '85	9.4	9.8	10.1	10.0	9.7
Change	.6	.1	.5	(-).1	.5
Composite '84	9.0	10.1	9.7	10.4	9.3
Composite '85	9.2	9.6	10.2	10.2	9.6
Change	.2	(-).5	.5	(-).2	.3
Social Studies '84	8.4	10.5	10.0	10.1	9.4
Social Studies '85	8.6	9.3	10.3	10.6	9.3
Change	.2	(-)1.2	.3	.5	(-).1
Science '84	9.1	10.3	10.5	11.5	9.7
Science '85	9.9	10.3	11.1	11.2	10.3
Change	.8	.0	.6	(-).3	.6
No. of students '84	36	6	65	2	102
No. of students '85	38	6	19	2	65

TABLE 2

ITBS Mean Grade-Equivalent Scores

College Readiness Academy
William James Middle School

GRADE 7

	Black	Hispanic	Anglo	Asian	Total
Vocabulary '85	8.9	10.2	10.1	10.0	10.0
Reading '85	8.8	10.0	9.8	10.1	9.8
Language '85	10.5	10.7	10.5	11.1	10.6
Study Skills '85	9.7	9.7	10.3	10.7	10.2
Math '85	9.7	9.8	10.0	10.8	10.0
Composite '85	9.5	10.0	10.1	10.6	10.1
Social Studies '85	9.2	9.8	10.1	11.0	10.1
Science '85	9.7	10.0	10.5	11.5	10.5
No. of students '85	9	9	53	9	80

APPENDIX G

TABLE 1

ITBS Mean Grade-Equivalent Scores

College Readiness Academy
William James Middle School

GRADE 6

	Black	Hispanic	Anglo	Asian	Total
Vocabulary '84	7.9	8.7	8.5	8.5	8.4
Vocabulary '85	7.9	8.6	8.8	8.8	8.6
Change	.0	(-).1	.3	.3	.2
Reading '84	8.4	8.9	8.8	9.3	8.8
Reading '85	8.1	8.6	9.1	9.1	8.8
Change	(-).3	(-).3	.3	(-).2	.0
Language '84	9.2	8.9	9.2	9.8	9.2
Language '85	9.0	9.2	9.3	10.0	9.3
Change	(-).2	.3	.1	.2	.1
Study Skills '84	8.7	8.5	8.9	9.8	8.9
Study Skills '85	8.3	8.6	9.2	9.6	9.0
Change	(-).4	.1	.3	(-).2	.1
Math '84	8.5	8.3	8.4	9.4	8.5
Math '85	8.3	8.2	8.8	9.6	8.7
Change	(-).2	(-).1	.4	.2	.2
Composite '84	8.5	8.7	8.8	9.3	8.7
Composite '85	8.3	8.7	9.0	9.4	8.9
Change	(-).2	.0	.2	.1	.2
Social Studies '84	8.0	8.3	8.7	9.4	8.6
Social Studies '85	8.2	8.5	9.3	10.3	9.1
Change	.2	.2	.6	.9	(-).5
Science '84	8.4	9.2	9.6	10.0	9.4
Science '85	8.7	9.9	10.0	9.7	9.6
Change	.3	.7	.4	(-).3	.2
No. of students '84	21	12	72	12	117
No. of students '85	24	7	66	10	107

TABLE 2

ITBS Mean Grade-Equivalent Scores

Medical Professions
J. P. Elder Middle School

GRADE 6

	Black	Hispanic	Anglo	Asian	Total
Vocabulary '85	6.2	7.2	7.8	6.4	7.1
Reading '85	6.4	7.5	7.8	7.4	7.4
Language '85	6.9	7.9	8.6	8.1	7.9
Study Skills '85	6.7	7.7	8.5	6.5	7.7
Math '85	7.1	7.9	8.4	7.8	7.9
Composite '85	6.7	7.7	8.2	7.3	7.6
Social Studies '85	6.0	7.6	7.7	7.4	7.4
Science '85	6.4	7.9	8.5	9.3	7.8
No. of students '85	6	21	8	2	37

TABLE 3

ITBS Mean Grade-Equivalent Scores

Pre-International Baccalaureate
Morningside Middle School

GRADE 6

	Black	Hispanic	Anglo	Total
Vocabulary '85	7.5	7.8	8.2	7.7
Reading '85	7.8	8.1	8.4	8.0
Language '85	8.5	8.1	8.8	8.5
Study Skills '85	7.8	7.7	8.4	8.0
Math '85	7.5	7.3	7.7	7.6
Composite '85	7.8	7.8	8.3	8.0
Social Studies '85	7.5	8.6	8.6	7.9
Science '85	7.7	8.7	9.2	8.3
No. of students '85	30	5	15	50

APPENDIX H

ITBS Mean Grade-Equivalent Scores

International School of Language
D. McRae Elementary School

	Grade			
	K	1	2	3
Vocabulary '85	K.4	1.9	4.5	4.3
Reading '85	1.0	2.1	4.1	5.1
Language '85	K.4	2.9	5.0	5.2
Study Skills '85		2.5	4.6	5.1
Math '85	K.5	2.4	3.8	5.1
Composite '85	K.6	2.2	4.1	5.0
No. of students '85	19	16	22	9

APPENDIX I

ITBS Mean Grade-Equivalent Scores

Math and Science Magnet
Morningside Elementary School

	Grade	
	2	3
Vocabulary '85	4.8	4.6
Reading '85	4.2	4.8
Language '85	5.2	5.7
Study Skills '85	4.4	5.0
Math '85	4.6	5.1
Composite '85	4.6	5.0
No. of students '85	46	36

APPENDIX J

TABLE 1

ITBS Mean Grade-Equivalent Scores

Montessori Magnet
Daggett Middle School

Grade 6

	Black	Hispanic	Anglo	Total
Vocabulary '85	5.6	7.3	7.2	6.8
Reading '85	5.7	7.9	8.2	7.3
Language '85	6.4	8.3	7.7	7.5
Study Skills '85	6.1	7.6	7.6	7.2
Math '85	6.4	7.4	7.4	7.1
Composite '85	6.0	7.7	7.6	7.2
Social Studies '85	6.3	7.1	7.6	7.1
Science '85	6.0	6.8	8.0	7.2
No. of students '85	5	4	10	19

TABLE 2

ITBS Mean Grade-Equivalent Scores

Montessori Magnet
Daggett Elementary School

	Grade					
	K	1	2	3	4	5
Vocabulary '84	2.5	3.2	4.2	4.1	6.0	7.3
Vocabulary '85	1.6	2.4	4.5	4.5	5.5	6.8
Change	(-).9	(-).8	.3	.4	(-).5	(-).5
Reading '84	1.4	2.7	4.0	4.3	6.2	7.1
Reading '85	.8	2.2	4.1	4.6	5.9	7.1
Change	(-).6	(-).5	.9	.3	.3	.0
Language '84	1.8	3.3	5.1	4.8	6.4	7.7
Language '85	1.2	3.0	5.1	5.5	6.5	7.6
Change	(-).6	(-).3	.0	.7	.1	(-).1
Study Skills '84		3.5	4.1	4.5	6.2	7.1
Study Skills '85		2.3	4.3	4.5	5.8	7.1
Change		(-)1.2	.2	.0	(-).4	.0
Math '84	1.2	2.6	4.0	4.2	5.8	7.4
Math '85	1.1	2.3	4.3	4.6	5.5	6.9
Change	(-).1	(-).3	.3	.4	(-).3	(-).5
Composite '84	1.8	2.9	4.3	4.4	6.1	7.3
Composite '85	1.2	2.4	4.3	4.7	5.8	7.1
Change	(-).6	(-).5	.0	.7	(-).3	(-).2
No. of students '84	17	19	19	22	10	6
No. of students '85	51	18	22	44	21	22

APPENDIX K

Return to:
Jennifer Giddings Brooks
Research and Evaluation Dept.

School: _____
Program Specialization: _____
First day of classes: _____

SURVEY
MAGNET SCHOOLS

Name: _____

Position: _____

1. Total number of students:
   (by grade and ethnicity)

GRADE	ETHNICITY			
	Anglo	Black	Hispanic	Oriental

2. Total number of teachers and their subject areas.

_____

_____

_____

3. Smallest class size and subject: _____

4. Largest class size and subject: _____

5. How many periods are magnet students in school? _____

6. Special resources for magnet students that are not available to non-magnet students:

_____

_____

7. Special problems: (e.g., lack of materials, scheduling, equipment, space, staff etc.....)

_____

_____

Evaluator: _____

Date: _____